DOCUMENT RESUME

ED 370 158 EA 025 489

TITLE	Guidelines for the Protocol: Examining Student Work for What Matters Most. The Research and Development Project for the SB 1274 Accountability/Learning Support System.
INSTITUTION	California Center for School Restructuring, Redwood City.
PUB DATE	Nov 93
NOTE	32p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Educational Assessment; Educational Change; *Educational Objectives; Elementary Secondary Education; Public Schools; *School Restructuring; *Student Needs
IDENTIFIERS	*California

ABSTRACT

This document provides guidelines designed to provide an interactive process for schools and communities to meet students' learning needs. The process, called The Protocol, is designed to ensure that restructuring schools in California focus on students' learning experiences, assess their accomplishments, and provide input from education stakeholders into restructuring. Twenty-four restructuring schools are included in the California Center for School Restructuring's 5-month research and development project. Two teams from each school or district participate in each Protocol session. Each team conducts a four-part analysis of the school using input from the entire school community. The analysis includes a written preview, an oral introduction, a student work analysis, and reflection on feedback. Each Protocol session also includes six to eight reflectors who provide feedback and perspectives to help team members. Observers are key stakeholders in the state restructuring effort who make observations on the process as a learning system. A moderator represents different roles and is responsible for creating and maintaining a constructive atmosphere. Also included are a time format for the Protocol, advice from the research and development schools, and Protocol criteria. Appendices include Protocol design features, acknowledgements, an overview, and a list of participating bodies. (JPT)

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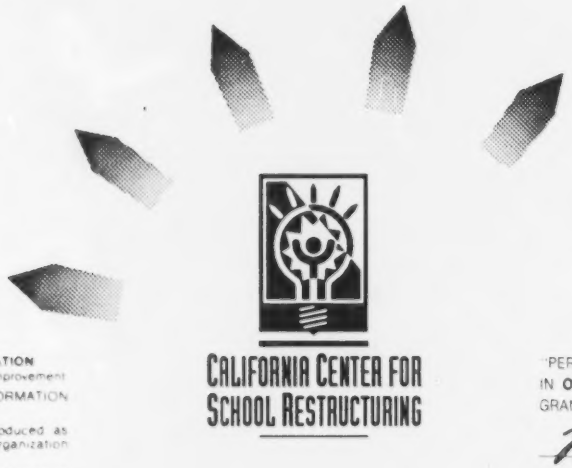
ED 370 158

The Research and Development Project for the
SB 1274 Accountability/Learning Support System

Guidelines for The Protocol:

Examining Student Work for What Matters Most



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A Tool for Learning--
Into, Through & Beyond
the May 1994 Symposium
of Restructuring Schools

EA 025489

A Work in Progress
November, 1993

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The Research and Development Project for the
SB 1274 Accountability/Learning Support System

Guidelines for The Protocol:
Examining Student Work for What Matters Most

What Is "The Protocol"?

- ❒ The Protocol is **an interactive process** designed to provide a safe, constructive setting for critical dialogue about the work and progress of restructuring schools.

- ❒ The Protocol is **an inquiry tool** to use regularly within the school community to keep change efforts focused on the real, specific learning needs of all students.

- ❒ Not limited to one particular format of time, roles, and content, The Protocol is **a set of assumptions and design principles** mirroring the features of powerful learning and good teaching and drawing on several important concepts from the work of Joseph McDonald (see Appendices A and B). Many formats will emerge as schools work together in the regions.

- ❒ This document presents **the version of The Protocol to be used in May** when representatives from all restructuring schools gather at a symposium in Anaheim to summarize what they have learned. The Protocol was designed by teams from 24 restructuring schools who participated with the California Center for School Restructuring (CCSR) this year in a five-month Research and Development Project.

Purposes and Design Principles of The Protocol:

(NOTE: The Criteria for The Protocol on page14 reflect these purposes and principles.)

- ❒ **To ensure that the learning experiences and the work of ALL students is the focal point** of our restructuring and change efforts. Importantly, the notion of student work includes student voices--the learner's own assessment of how meaningful, how important, how fair and how worth doing the work is.

- ❒ **To provide a powerful learning opportunity** for your school and district in the form of an **open, honest, authentic analysis** of where you are (and where you are not) **now** in relation to using your holistic learning outcomes as a basis for evaluating student work and assessing student learning.

- ❒ **To provide opportunities to gain feedback, perspectives, and responses from others** in order to assist your reflection, planning and redesigning of strategies and actions.

- To demonstrate the ways in which the examination of student work, exhibitions, and performances is continuously and habitually being used to **assess the progress that ALL students are making** in relation to the school and district holistic learning outcomes.

- To demonstrate the ways in which the evidence being gained from the continuous examination of student work in relation to holistic learning outcomes is being **used to adjust restructuring and change efforts.**

- To provide a system through which individual schools may simultaneously: **glean lessons** to guide future action; **share** what they've learned with the statewide community of restructuring schools; and **make an accounting** of their lessons for interested external stakeholders.

Roles and Content Expectations:

TEAM MEMBERS

Who:

Two school/district teams (Team A and Team B) participate in each Protocol session. Each team has four members.

Purpose and Preparation:

Several crucial assumptions about the deeper purposes of The Protocol underlie the preparation for participation of Team Members at the May Symposium:

- Restructuring efforts will be more likely to make a difference to the learning lives of ALL students if all members of a school community are continuously developing and sharpening the habits of inquiry and analysis by examining student work for what matters most.

- If the school community's learning outcomes are an expression of a vision for students, then the school will, at regular intervals, engage in a schoolwide examination of student work. The examination will involve using agreed upon standards and criteria to gauge how well all students are developing toward the vision. Such processes are used to build understanding and commitment to the vision among everyone--and to guide teaching so that every student achieves the outcomes. The examination of student work may include several levels of analysis: schoolwide, within course, cross disciplinary, within discipline. Whatever the design, the school has a way to check to see how students are developing toward the vision.

- The Protocol format for the May Symposium is one of many possible formats for engaging in inquiry and analysis which focuses on the examination of student work for holistic learning outcomes. **This particular format is designed to summarize what the school community learned from more in-depth examinations of student work with a broader number of people at the school site**. Preparation for the Symposium will be best accomplished through a variety of formats of inquiry and analysis of student work. The format that will be used in May for **summarizing** what you have learned about your students and about your change efforts is the one described below.

- Over time, an ever-expanding number of people in the school community will have practiced and engaged in inquiry and analysis sessions--which may have varied formats, but share the key design principles of The Protocol. Ideally, by the time of the May Symposium, any four members of your school community could participate in The Protocol. "Doing well" in The Protocol means exhibiting--habitually--the characteristics described in the "Criteria for the Protocol" (page 14).

✎ Preparation and involvement in analysis and inquiry sessions--including preparation for The Protocol session at the May Symposium--is the responsibility of the entire school community, not just the four people who happen to be slated as Team Members in May. Used wisely, The Protocol--and/or the various forms of ongoing examination of student work--is a tool for focusing restructuring efforts on the real, specific learning needs of students.

Content and Process Expectations:

There are four parts of the team's analysis and reflection. Each part should be supported by preparation and participation of the entire school community:

I. Written Preview
II. Oral Introduction
III. Analysis
  A. The Description of Your Examination of Student Work
  B. The Description of The Impact of Your Examination of Student Work on Your Restructuring and Change Efforts
IV. Team Reflection

I. Provide a Written Preview (One master copy in advance to CCSR; we will duplicate copies for those attending your Protocol session.)

In a maximum of 2-5 pages, briefly provide a description, perhaps including graphics, which explains:

A. The demographics and context of your school community;
B. Your shared vision of learning and teaching (where you want to be);
C. Your holistic learning outcomes (your vision of what you want students to know and be able to do when they graduate) as they currently exist;
D. The one, two or three critical questions, issues or areas of need your school community has identified recently *as a result of examining student work*; these are specific areas you especially invite Reflectors to emphasize in their comments, reflections and feedback.

II. An Oral Introduction (3 minutes maximum)

A. Referring briefly to your written Preview, provide a one-minute refresher of any background, community demographics, or events that convey especially important contextual information surrounding your current restructuring work and thinking.

B. Referring to the holistic learning outcomes in your Preview, describe the process you are using to develop them, including who the key stakeholders are, how they are involved, over what period of time, and a succinct description of what issues are arising as you continue to develop and use your HLOs.

(NOTE: Reflectors will now have five minutes to ask clarifying questions and to receive brief answers from the team.)

III. An Analysis of:

A. Your Description of Your Examination of Student Work

1. Share a set of student work that your school community has examined.

    - Describe the learning context in which the selected student work was accomplished;

    - Provide a small, well-focused exemplar of student work or performance that demonstrates the direction and progress of your school in using holistic learning outcomes to design, implement and assess learning.

    - Be sure to include student work that documents the critical areas of need you identified in your Preview and that will elicit constructive feedback from the Reflectors;

    - Carefully selected artifacts might include:
        --artifacts directly related to the example of student work that you exhibit;
        --artifacts demonstrating how your holistic learning outcomes are used in planning, design, assessment, etc.;
        --a brief video excerpt [5 minute maximum] of students engaged in accomplishing some work related to your HLO's;

2. Provide examples of the standards, criteria or rubrics you used to assess the quality of learning in the examples of student work you exhibit.

3. Describe the degree to which ALL students in the school are habitually experiencing (or not experiencing) powerful, outcome-based learning. Include ways in which students from diverse linguistic, ethnic and cultural backgrounds have access--or do not have access--to a rigorous, thinking and meaning-centered curriculum.

4. How typical is this kind of analysis of student work? That is, what proportion of the total number of members of your school community engage in inquiry and analysis of student work for what matters most in order to guide their future efforts?

B. Your Description of The Impact of Your Examination of Student Work on Your Restructuring and Change Efforts

1. Describe what you are learning from the process of examining student work in relation to your holistic learning outcomes, including any future actions you are planning and the questions and hypotheses guiding your work at this time.

2. How is your examination of student work helping you ask and answer your own hard questions? Include the actions that the examination led to (i.e. teacher research; redesigning pedagogy; curriculum development; design of standards, rubrics, or criteria for assessing student performance; redesigning organizational structures, etc.).

3. Describe how ALL students' work, learning, motivation, attitudes, and behavior are changing (or not) as a result of your examination and analysis of their work in relation to holistic learning outcomes.

NOTES:

(a) Throughout Part III, focus on authenticity, not the ideal; the goal is to convey what is truly happening in your school and what you are learning from your experiences. If you have not worked in an area described above, simply say so.

(b) Following your Analysis, you will listen to comments from Reflectors. Then, you are responsible for the fourth part (described below) of your role as a team member.

IV. As a Team for 10 Minutes, Reflect, Think, Plan, Question, Discuss the Most Thought-Provoking Feedback You Received

A. Focus on selected comments which address the areas of critical need you identified in your Preview; also address any other especially apt comments.

B. You do not need to clarify or defend any misperceptions Reflectors may have; instead, this is your time to reflect, discuss, plan with one another rather than directly respond to Reflectors.

Preparation:

Most of the preparation issues are explicit in the details above. The aim is to practice habitually the design principles embedded in The Protocol (see "Criteria for The Protocol, page 14 and Appendix A). Each region is planning learning and development opportunities for interested schools. Contact your Regional Restructuring Lead (see Appendix D) or CCSR.

REFLECTORS

Who:

There are 6-8 Reflectors in each Protocol session. Four (4) of the Reflectors are School Team Members; alternately, Team B and then Team A fill 4 of the Reflector slots. The remaining 2-4 Reflectors are drawn from varied sources: regional or state support providers; district people; community members; parents; students; teachers and administrators. Reflectors will be identified through the work of the regions and CCSR.

Purpose:

Reflectors provide feedback, perspectives, questions and comments aimed at assisting the Team Members to expand their horizons as they reflect, plan, and rethink their strategies and actions on behalf of powerful learning for <u>all</u> of their students.

Content and Process Expectations:

- Overall, the set of comments should address the critical questions, issues or areas of need identified by the Team in the Preview and Introduction; however, the comments need not be limited to only these areas.

- Balance "warm, cool and hard" responses:
  Warm--from an appreciative, reinforcing, supportive perspective
  Cool--from a discerning, detached, critical perspective
  Hard--concerned with issues of standards, validity, reliability, equity and access for ALL students

- Offer comments, reflections, perspectives aimed at:
  --Sharpening the thinking of the Team
  --Identifying areas of need and next steps
  --Analyzing student work in relation to HLOs and standards
  --Learning how student work was selected

- Be particularly sensitive, where appropriate, to providing comments about the following crucial areas:
  --The Team's analysis with respect to ALL students (i.e., asking about the quality of work for those students whose work is not in evidence in the analysis; asking about structures or patterns of resource allocation that affect equity and access, etc.)
  --The extent of inclusion and participation of diverse members of the school community in processes for examining student work
  --How HLO's are developed and used
  --How this examination of student work is and will be changing school structures and systems (pedagogy, curriculum, time structures, decision making, professional development, budgeting, etc.)

- Listen to the school's analysis with full, undivided attention; refrain from side-chatting or other verbal or non-verbal distractions. The quiet, steady attention you give to the team is an important catalyst to the thinking and reflection process for all the participants in the room.

Preparation:

All Reflectors are expected to participate with a school (or schools) in learning about and practicing The Protocol before attending the Symposium. In particular, Reflectors need to have practiced giving "warm, cool and hard" feedback to a school team. This might be done as part of a regional event or in partnership with a specific school or group of schools. People interested in attending the Symposium and playing the role of a Reflector in The Protocol should contact a Regional Lead or CCSR.

OBSERVERS

Who:

Observers are key stakeholders in the state restructuring effort who are not connected to a participating Team or assigned as a Reflector. A "key stakeholder" is self-identified; it is anyone who sees restructuring as an important effort in rethinking schools and who wishes to join the dialogue and learning.

Purpose:

Observers act as key learning partners in The Protocol by making observations on the process as a *learning system* and by sharing what they learned (and did not learn) about the work of restructuring schools.

Content and Process Expectations:

Use The Criteria for The Protocol (see page 14) to...

- Observe The Protocol in order to see how participants are doing in practicing the habits of a learning community.
- Engage in a moderated discussion with other Observers about your observations and what you learned about the work of restructuring schools.
- Attend the entire three hour and ten minute session from start to finish.
- Listen to the school's analysis with full, undivided attention; refrain from side-chatting or other verbal or non-verbal distractions. The quiet, steady attention you give to the team is an important catalyst to the thinking and reflection process for all participants in the room.

Preparation:

All Observers are important participants in the critical dialogue and learning. Therefore, we recommend engaging with schools or groups of schools as part of the regional learning and development work between now and May. Contact your Regional Restructuring Lead or CCSR for information about these opportunities.

MODERATOR

Who:

Each Protocol session has one Moderator. Moderators will be identified by the regions and trained by CCSR. They will represent diverse roles, including teachers, administrators, district staff, community members, parents and regional and state support providers.

Purpose:

The Moderator is responsible to create and maintain an atmosphere in which the learning purposes of The Protocol are likely to be realized. This includes reviewing and enforcing the guidelines, roles, time limits and expectations surrounding the session.

Content and Process Expectations:

- Welcomes all participants in the room; reviews the purposes, roles, expectations and guidelines for The Protocol;
- Keeps individuals focused on appropriate interaction for each time segment; this may include, if needed, brief interruptions to remind speakers to stay on target;
- Strictly monitors time;
- Assists Team Members with set up of equipment and logistical arrangements needed for the Analysis;
- Facilitates the discussion among Observers and the open discussion among all participants at the conclusion of the session.
- Uses the "Criteria for The Protocol" (page 14) to assist all participants in the room to assess the learning community's ongoing examination of student work for what matters most.

Preparation:

Moderators need to be completely familiar with The Protocol, its purposes, format and conduct. They will engage in specific training as well as experience in moderating inquiry and analysis sessions in the regions prior to the Symposium. This might be done as part of a regional event or in partnership with a specific school or group of schools. People interested in attending the Symposium and playing the role of a Moderator in The Protocol should contact a Regional Lead or CCSR.

TIME FORMAT FOR THE PROTOCOL IN MAY

(Note: Team A sets up for its Analysis in advance of the session starting time)

Welcome

5" Moderator welcomes participants and reviews the purpose, roles and guidelines for The Protocol.

Analysis

3" Team A provides an Introduction, perhaps referring to one or two highlights of the written Preview (see page 4).

5" Team B and other Reflectors ask brief questions for clarification. Team A responds succinctly with clarifying information about the preview & introduction.

30" Team A gives its analysis to Team B and other Reflectors following the content expectations for Team Members (pages 4-6).

5" Team B and other Reflectors ask brief questions for clarification. Team A responds succinctly with clarifying information about the analysis.

Feedback

15" Team B and other Reflectors respond to Team A's analysis with warm, cool, and hard perspectives in order to help the members of Team A reflect on their work. Team A listens and does not respond.

Reflection

2" Team A members individually reflect, perhaps using a journal, on the perspectives captured during the last 15 minutes. Moderator reinforces the need for quiet time.

10" Team A members engage in reflection, planning, discussion with one another (rather than in direct response to the Reflectors). This is a time for everyone else in the room to be privy to a discussion among members of Team A in which they reveal how they reflect, think, plan, adjust.

Break and Repeat for Team B

15" BREAK; Team B sets up.

70" The process is repeated for Team B's analysis, feedback, & reflection.

Discussion & Debriefing

15" Moderator facilitates a discussion among Observers about what was learned from listening. The purpose of The Protocol is to get an honest look at the schools' work, so the criteria serve to elicit constructive comments from a common frame.

15" Moderator facilitates an open discussion and debriefing of the experience among all participants.

TOTAL TIME: 190" = 3 hours & 10 minutes (including break)

A Brief Summary of Advice from the Research and Development Schools:

- Keep in mind that *this is developmental*--a work in progress--and not a finished work. Remember that the purpose is to provide an honest and authentic account of the work you are doing now, especially focusing on those areas where you may be puzzled, stumped, or facing obstacles. Only in this way, will you be able to capture useful feedback, information, or suggestions which may help you break through some of the barriers you are facing.

- Because learning is the goal, shape your analysis--and the instance of examining student work you choose to share--in a way which is likely to *elicit from Reflectors useful feedback related to the critical area(s) of need* which you identified in the Preview and Introduction.

- *Practice* your Introduction and Analysis so that it accommodates the allocated time. Time limits will be strictly observed.

- Be open minded. Like all tools, The Protocol may feel unwieldy or difficult at first. The bottom line is to test its usefulness as a tool for your own thinking and learning.

- After you internalize the design principles behind The Protocol, it is helpful--even desirable--to adapt, refine, or revise the format to fit local or special needs. For example, the format described here is useful for purposes of *summarizing what a school learned from several days' of examining student work.* The format here is **not** at all useful for actually conducting careful examinations of student work using criteria, exemplars, etc.

- When considering what student work is, it is helpful to think along the following dimensions:

    - ☛ The work students produced;

    - ☛ The work students were given to do;

    - ☛ Student voice--the learner's own assessment of how meaningful how important, how fair, and how worth doing the work is.

- Think about key people in your school and community--perhaps those who work with specific sub-groups of students (e.g., bilingual, LEP, special education, at-risk)--and make sure they are involved in analysis and inquiry processes throughout the year, including the May Protocol.

- When considering which people to bring to the Symposium in May and who from your school community will comprise the protocol Team, remember:

  - ☛ Ideally, any four members of your school community should be prepared and feel comfortable as a member of your protocol team;

  - ☛ This is a chance for your school to practice inclusion of diverse perspectives to be sure your restructuring effort is addressing the needs of <u>all</u> students;

  - ☛ You may wish to include district personnel, community members, students or parents;

  - ☛ Choose the configuration of people which will:
    1. Build capacity for the change effort at your site;
    2. Allow you to elicit the best possible feedback in the areas of need identified in the Preview.

Criteria for The Protocol:

Assessing the Learning Community's Ongoing Examination of Student Work for What Matters Most

I. The Preview and the Introduction

- ❑ Together, the written Preview and the oral Introduction provide the background needed to understand the team's analysis.

II. The Analysis

Including the descriptions of the examination of student work and its impact on your restructuring and change efforts.

The Analysis is ...

- ❑ Rigorous and well focused
- ❑ Linked to holistic learning outcomes, criteria, standards, rubrics, and exemplars which together express the vision for students
- ❑ Habitual and ongoing
- ❑ Widespread and inclusive
- ❑ Used to surface issues of equity, access, and effectiveness
- ❑ A catalyst for rethinking and redesigning the school for ALL students

III. The Team's Reflection on Feedback

- ❑ Uses feedback to reflect on areas of critical need; also, addresses selected other thought-provoking points of feedback
- ❑ Responds selectively to only the most apt comments from Reflectors; refrains from defensiveness or justification
- ❑ Generates further questions and/or possible next steps

IV. The Feedback Given by Reflectors

- ❑ Balances warm, cool and hard responses
- ❑ Assists team reflection, planning, and redesign of strategies and actions
- ❑ Addresses the critical areas identified by the school community
- ❑ On the whole, addresses key areas of the analysis (e.g. widespread participation & inclusion; impact on all students)

Appendices

A. Design Features Underlying The Protocol

Some of these design features include:

- Focusing on the specific work and voice of students;
- Linking learning outcomes to standards, criteria, rubrics and exemplars which together express the vision for students;
- Fostering critical dialogue about the change effort;
- Generating useful and thought-provoking feedback;
- Assuring that issues of equity and access are central to rethinking and restructuring;
- A developmental, constructivist, meaning-making perspective as opposed to compliance;
- Generating a discourse and critical dialogue which develops the habit of using a feedback loop linked to the work and voices of students;
- Engaging in critical review of the protocol design and practice with a view to revising, refining or adapting its format.

B. Acknowledgments--Where Did the Design Principles of The Protocol Come From?

Between December 1992 and March of 1993, teams from every funded SB 1274 school met in a series of regional "Kickoff Conversations" with the staff of the California Center for School Restructuring (CCSR). The purpose of these conversations was to discuss what it means to be a demonstration school.

Out of these discussions grew the need for restructuring schools and CCSR to co-design an "Accountability/Learning and Support System"--a mechanism which would help schools do four important things: (1) assure that restructuring and change efforts continuously focus on the real, specific learning needs of students; (2) glean lessons to guide future action; (3) share what they've learned with the statewide community of restructuring schools; (4) make an accounting of their lessons for interested external stakeholders. In order to invent such a system, 24 restructuring schools joined with CCSR and support providers from each region to engage in a Research and Development Project for the SB 1274 Accountability/Learning Support System. Appendix E provides a list of the participating schools and support organizations from around the state.

The R & D participants drew upon their own questions, experiences, and development work--as well as a resource notebook of writings and artifacts gathered from the most pertinent national, state and regional work and thinking. The concepts embedded in The Protocol owe much to the efforts of the R & D Project participants and to the many thinkers, writers and practitioners whose work we gathered into this resource notebook. The contributions of many people are reflected in the design principles underlying The Protocol. However, several specific individuals and organizations deserve special acknowledgment:

1. The use of the word "protocol" and the idea of a formal, safe, constructive, exchange around the examination of student work began with Joseph McDonald's work on "tuning standards". See McDonald, J. (et. al.) (1993) Graduation by Exhibition: Assessing Genuine Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

2. The terms "warm, cool and hard" are also drawn from Joseph McDonald's work on considering the various perspectives which combine to enrich our thinking about improving learning systems. See McDonald, J. (1993). "Three Pictures of an Exhibition: Warm, Cool, and Hard." *Phi Delta Kappan.* (February): 480-485.

3. Many advocacy organizations and individuals provided thoughtful suggestions about the need for the feedback loop explicitly to check that restructuring is serving the needs of ALL students and is addressing issues of race, culture, class, access and equity. Examples of these organizations include: California Tomorrow, regional Bilingual Coordinators, the Multi-Functional Resource Center, the Center for Educational Equity.

C. Graphic Overview of the Logic and Relationships Underlying The Protocol

See attached graphic titled "An Accountability System: Relationships Between Holistic Learning Outcomes, Student Work, the Examination of Student Work, and School Structures & Practices."

D. Map and Phone Numbers for Regional SB 1274 Restructuring Leads

See attached graphic titled "The County Office of Education Service Regions and SB 1274 Leads."

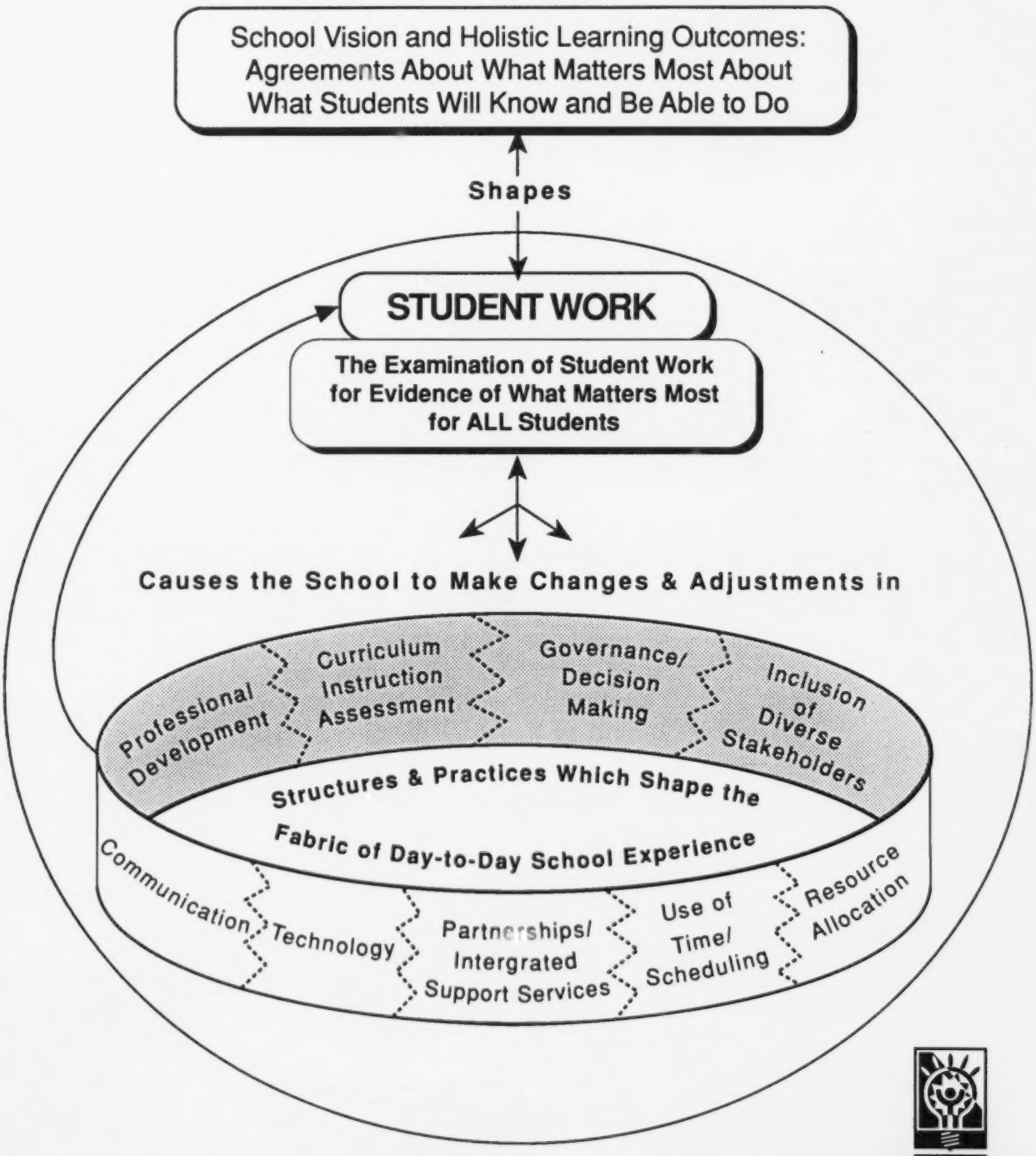
E. The Research and Development Project: List of Participating Schools, Districts & Support Organizations

See attached list.

The SB 1274 Research & Development Project

An Accountability/Learning System:

Relationships Among Holistic Learning Outcomes, Student Work, the Examination of Student Work, and School Structures & Practices



NOTE: *This graphic summarizes the logic underlying The Protocol.*

CALIFORNIA CENTER FOR SCHOOL RESTRUCTURING
November 1993

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The County Office of Education Service Regions and SB 1274 Leads

Reg	Leads	Telephone	Address
1	Barbara Powell	707/524-2827	5340 Skylane Santa Rosa, CA 95403
2	Jim Scott	916/225-0163	1524 Magnolia Street Redding, CA 96001
3	Nancy Brownell	916/228-2650	9738 Lincoln Village Drive Sacramento, CA 95827
4	Rich Foley	415/802-5330	101 Twin Dolphin Drive Redwood City, CA 94065-1064
4	Margaret McCreary	415/499-5897	P. O. Box 4925 San Rafael, CA 94913
5	Dave Schumaker	408/453-6529	100 Skyport Drive San Jose, CA 95110-1374
6	Nanette Green	209/468-4967	P O Box 213030 Stockton, CA 95213-9030
7	Jim Shaver	209/584-1441	1144 West Lacey Blvd. Hanford, CA 93230
8a	Jerry Livesey	310/922-6686	9300 E. Imperial Highway Downey, CA 90242-2890
8a	Shelly Spiegel-Coleman	310/922-6332	same as above
8b	Sharon Morgan	805/964-4711	P. O. Box 6307 Santa Barbara, CA 93610-6307
9a	Elaina Hershowitz	619/569-5305	6401 Linda Vista Road San Diego, CA 92111
9b	Judy Maurice	714/966-4317	200 Kalmus Drive, Rm B1147
9b	Barry Tambara		Costa Mesa, CA 92626
10	Steve Ramirez	909/788-6593	3939 13th Street Riverside, CA 92502
10	Doug Slonkosky	909/387-3156	601 North E Street San Bernardino, CA 92410-2093

Funded School Breakdowns

Region	ES	MS	HS	Total	Dist
1	3.5	–	1.5	5*	4
2	4	–	–	4	4
3	10	4	3	17	11
4	6	3	5	14	13
5	7	1	4	12	7
6	3	1	1	5	3
7	2*	3	3	8	5
8	19	6	15	40	26
9	12*	5	7	24	14
10	7	3	1	11	7
Total	73.5	26	40.5	140	94

*Including a cluster

California Center for School Restructuring
Maggie Szabo, Executive Director

Director North
Steve Jubb

Director South
Joel Shawn

CCSR–11/16/93

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California Center for School Restructuring

School Participating in the R&D Project

North	Region	Schools
	1	Piner High
	2	Juniper Elementary
	3	Howe Avenue Elementary Woodland Senior High
	4	Crocker Middle Oceana High Thousand Oaks Elementary
	5	Moss Landing Middle Starlight Elementary
	6	McKinley Elementary
	7	Cypress Elementary Hanford Joint Union High
	North Totals:	12 Teams; 12 Schools; 6 ES; 2 MS; 4 HS
South	8a	Orchard Dale Elementary Pasadena High Will Rogers Elementary
	8b	Medea Creek Middle
	9a	Aurora High Clear View Elementary Rancho Buena Vista High
	9b	Systemic Team from Irvine USD, including: Los Naranjos Elementary Rancho San Joaquin Middle University High
	10	Almeria Middle Systemic Team from Fontana USD
	South Totals:	10 Teams; 11 Schools; 4 ES; 3 MS; 4 HS

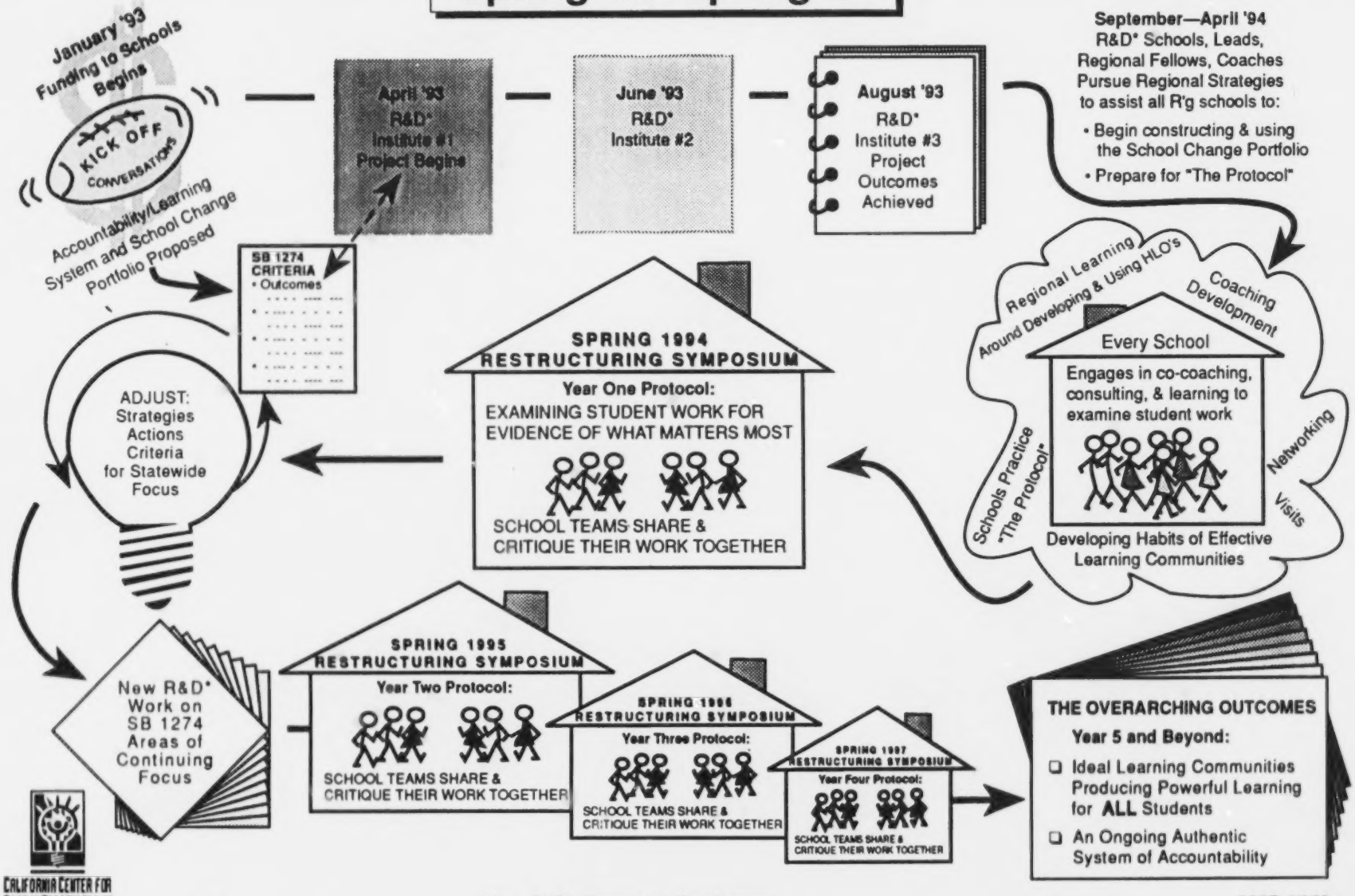
ALL TOTALS: 22 Teams; 23 Schools; 10 ES; 5 MS; 8 HS

Schools Participating in the R&D Project

Reg	School Name	S FN Contact	S LN Contact	S Phone	S Street Address	S CZC	FN Prin	LN Prin
01	Piner High	Joe	Sewell	707/528-5245	1700 Fulton Road	Santa Rosa CA 95403	Joe	Sewell
02	Juniper Elementary	Lorraine	Hashey	916/225-0045	3005 Anita Avenue	Redding CA 96001	Lorraine	Hashey
03	Howe Avenue Elementary	Enid	Milhous	916/971-7572	2404 Howe Avenue	Sacramento CA 95825	Enid	Milhous
03	Woodland Senior High	Kevin	Brown	916/662-4678	21 N West Street	Woodland CA 95695	Kevin	Brown
04	Crocker Middle	Dan	Kreuzer	415/342-6331	2600 Ralston Avenue	Hillsborough CA 94010	Dan	Kreuzer
04	Oceana High	Lois	Jones	415/355-4131	401 Paloma Avenue	Pacifica CA 94044	Lois	Jones
04	Thousand Oaks	Keith	Nomura	510/644-6368	840 Colusa Avuene	Berkeley CA 94707	Keith	Nomura
05	Moss Landing Middle	Barbara	Rosenthal	408/722-0771	1815 Salinas Road	Watsonville CA 95076	Robert	Mayeda
05	Starlight Elementary	Carlene	Gundersgaard	408/728-6979	225 Hammer Lane Drive	Watsonville CA 95076	Carlene	Gundersgaard
06	McKinley Elementary	Alda	Brothers	209/831-5042	800 W Carlton Avenue	Tracy CA 95376	Karin	Newlin
07	Cypress Elementary	James	Henderson	209/686-9511	1870 S Laspina	Tulare CA 93274	James	Henderson
07	Hanford Joint Union High	Gale	Cluff	209/582-4407	120 E Grangeville Road	Hanford CA 93230	Gale	Cluff
08a	Orchard Dale	Diane	House	310/944-7077	10625 S Cole Road	Whittier CA 90604	Diane	House
08a	Pasadena High	Judy	Codding	818/798-8901	2925 E Sierra Mardre Blvd	Pasadena CA 91107	Judy	Codding
08a	Will Rogers Elementary	Juli	Dichiro	310/452-2364	2401 14th Street	Santa Monica CA 90405	Juli	Dichiro
08b	Medea Creek Middle	Laurel	Ford	818/707-7904	1002 Doubletree Road	Agoura CA 91301	Laurel	Ford
09a	Aurora High	Patric	Peake	619/357-7480	641 Rockwood Avenue	Calexico CA 92231	Patric	Peake
09a	Clear View Elementary	Ginger	Hovenic	619/498-3000	455 Windrose Way	Chula Vista CA 91910	Ginger	Hovenic
09a	Rancho Buena Vista High	Jamie	Baumann	619/727-7284	1601 Longhorn Drive	Vista CA 92083	Alan	Johnson
09b	Los Naranjos Elementary	Kathie	Lynch	714/786-5070	1 Smoketree Lane	Irvine CA 92714	Bruce	Baron
09b	Rancho San Joaquin Middle	Judy	Cunningham	714/786-3005	4861 Michelson Road	Irvine CA 92715	Judy	Cunningham
09b	University High	Leah	Laule	714/854-7500	4771 Campus Drive	Irvine CA 92715	Leah	Laule
10	Almeria Middle	John	Kaptain	909/357-5350	7723 Almeria Avenue	Fontana CA 92335	Brenda	McGinnis

S=School, FN=First Name, LN=Last Name

The SB 1274 Restructuring Learning Community
Spring '93–Spring '97

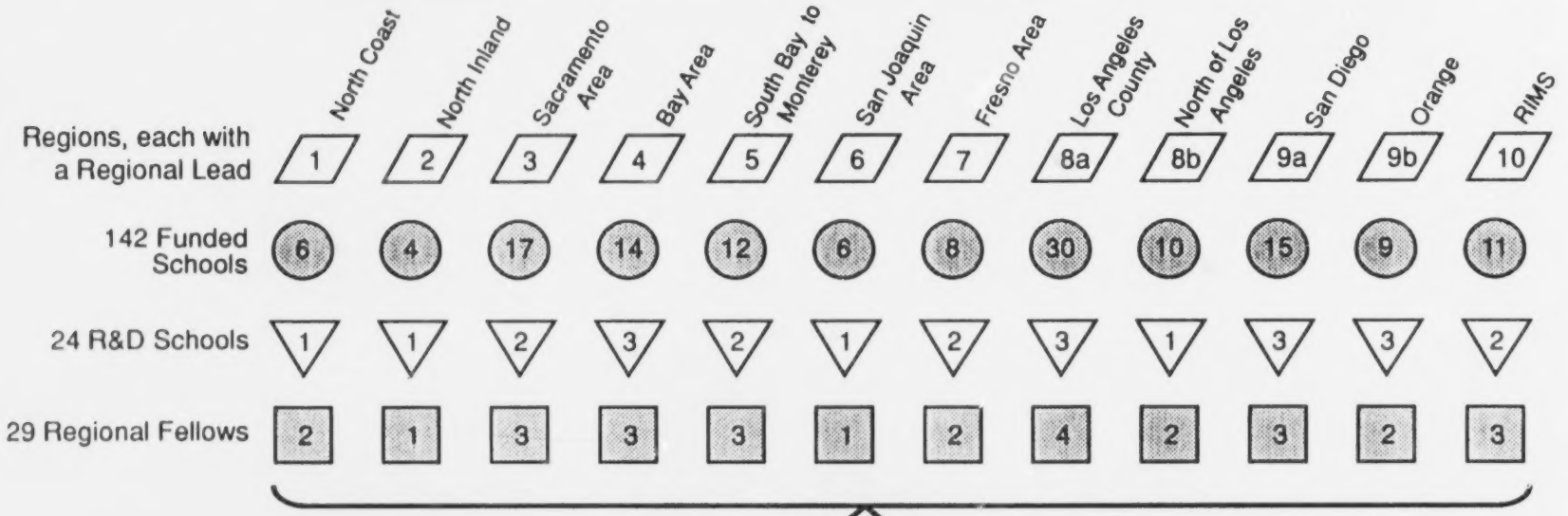


CALIFORNIA CENTER FOR SCHOOL RESTRUCTURING

Key: R&D*=Research & Development

CCSR-8/3/93

SB 1274 Support Infrastructure & People Resources


North Coast
North Inland
Sacramento Area
Bay Area
South Bay to Monterey
San Joaquin Area
Fresno Area
Los Angeles County
North of Los Angeles
San Diego
Orange
RIMS
Regions, each with a Regional Lead
1 2 3 4 5 6 7 8a 8b 9a 9b 10
142 Funded Schools
6 4 17 14 12 6 8 30 10 15 9 11
24 R&D Schools
1 1 2 3 2 1 2 3 1 3 3 2
29 Regional Fellows
2 1 3 3 3 1 2 4 2 3 2 3

CA CENTER FOR SCHOOL RESTRUCTURING (North)

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Director, Steve Jubb
1 Center Fellow, Celestine Villa

101 Twin Dolphin Drive
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(415) 802–5340

CA CENTER FOR SCHOOL RESTRUCTURING (South)

Director, Joel Shawn
2 Center Fellows, Carol Eckert-Willner
Deborah Stark

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CA DEPARTMENT OF EDUCATION
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The County Office of Education Service Regions and SB 1274 Leads

Reg	Leads	Telephone	Address
1	Barbara Powell	707/524-2827	5340 Skylane Santa Rosa, CA 95403
2	Jim Scott	916/225-0163	1524 Magnolia Street Redding, CA 96001
3	Nancy Brownell	916/228-2650	9738 Lincoln Village Drive Sacramento, CA 95827
4	Rich Foley	415/802-5330	101 Twin Dolphin Drive Redwood City, CA 94065-1064
4	Margaret McCreary	510/670-4237	313 W. Winton Avenue Hayward, CA 94544-1198
5	Dave Schumaker	408/453-6529	100 Skyport Drive San Jose, CA 905115
6	Nanette Green	209/468-4967	P O Box 213030 Stockton, CA 95213-9030
7	Jim Shaver	209/584-1441	1144 West Lacey Blvd. Hanford, CA 93230
8a	Jerry Livesey	310/922-6686	9300 E. Imperial Highway Downey, CA 90242-2890
8a	Shelly Spiegel-Coleman	310/922-6332	same as above
8b	Sharon Morgan	805/964-4711	P. O. Box 6307 Santa Barbara, CA 93610-6307
9a	Elaina Hershowitz	619/569-5305	6401 Linda Vista Road San Diego, CA 92111
9b	Judy Maurice	714/966-4317	200 Kalmus Drive, Rm B1147
9b	Barry Tambara		Costa Mesa, CA 92626
10	Steve Ramirez	909/788-6593	3939 13th Street Riverside, CA 92502
10	Doug Slonkosky	909/387-3156	601 North E Street San Bernardino, CA 92410-2093

Funded School Breakdowns

Region	ES	MS	HS	Total	Dist
1	3.5	–	1.5	5*	4
2	4	–	–	4	4
3	10	4	3	17	11
4	6	3	5	14	13
5	7	1	4	12	7
6	3	1	1	5	3
7	2*	3	3	8	5
8	19	6	15	40	26
9	12*	5	7	24	14
10	7	3	1	11	7
Total	73.5	26	40.5	140	94

*Including a cluster

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Summary of the SB 1274 RFP

Overarching Purpose of 1274:

To dramatically increase the ability of schools and districts to engage all students in rigorous, powerful learning.

1. **School Background Analysis: Where is the school now vis-a-vis meeting the academic, social and emotional needs of students? (RFP pgs. B-12 & 13)**

   A thoughtful analysis of:

   - Student learning & achievement patterns
   - Relevant information about students and communities served
   - The most pressing problems, issues, and gaps in providing quality learning
   - Who was involved in developing the proposal
   - How you intend to work with a "School Coach"

2. **School Vision and Action Plan: What will be true for students in five years? How do you plan to get there? (RFP pg. B-13)**

   Six required elements: (RFP pg. B-14)

   - Active, thinking, meaning-centered curriculum for all students
   - Outcome-based accountability systems driving structures and policies at all levels
   - Professional collaboration and decision-making focused on teaching and learning
   - Changing and expanding roles and greater inclusion of key stakeholders
   - Technology as a tool to enhance teaching and learning
   - Ongoing honest evaluation of (a) student progress in learning, (b) change efforts relative to long range goals, and (c) continuous feedback for rethinking the learning environment

   And, where appropriate: (RFP pg. B-15)

   - Expanded opportunities for 11-12th grade students
   - Preschool, and school age parenting and infant development programs

   Plans should include: (RFP pgs. B-15 & 16)

   - What will be true for students (vision)
   - The specific structures, strategies, actions, and activities of the action plan
   - The key stakeholders and how they are involved
   - A budget that reflects the action plan
   - A timeline
   - An evaluation system
   - A governance chart or description of the decision-making process
   - How capacity for lasting change will be built

3. **The District Role: How will be district restructure itself? (RFP pg. B-17)**

4. **Collaborative Compact: What are the agreements among key stakeholders and the school which support the overall restructuring effort? (RFP pg. B-17)**

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